National Center and State Collaborative

NCSC Assessment Features and Accommodations

NCSC Assessment Features

Assessment features support student access to the test. Assessment features are either built into the NCSC Assessment System or are typically available on a computer. A few of the assessment features may be provided by the TA. Assessment features may be enabled by the student or TA at the time of testing. Refer to the NCSC Assessment System User Guide for Test Administrators for descriptions of the assessment features and the directions to enable the assessment features. **Students and TAs should become familiar with the assessment features and may practice using them with the sample items prior to test administration.**

Table 1 lists the NCSC Assessment Features. Refer to NCSC Assessment System User Guide for Test Administrators for the descriptions of the assessment features and directions to enable the assessment features, if in the NCSC Assessment System or computer-based.

Table 1. NCSC Assessment Features
  Answer Masking
  Audio Player
  Alternate Color Themes
  Increase Size of Text and Graphics
  Increase Volume
  Line Reader Tool
  Read Aloud and Reread Item Directions, Response Options, Passage

Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. For the operational test in 2015, and in subsequent years, a student may use the accommodations that are in his/her IEP that are consistent with the NCSC accommodations policies. **For the operational test in spring 2015, for a student to receive these accommodations, it must be included in the student's IEP**.

Note: The use of any physical prompting, including hand over hand, invalidates the results of the test for the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration. Physical prompting is not permitted, and it is considered to be an inappropriate test practice and a test irregularity.

Table 2 lists accommodations, with descriptions, that are consistent with NCSC AA-AAS accommodations policies.

Table 2. NCSC Accommodations

Accommodations	How to Access
Assistive Technology (AT) Student may use assistive technology devices for viewing, responding to, or interacting with the test items. The student and TA should use the AT device with the sample items to ensure that it functions properly with the NCSC Assessment System. The NCSC Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.	Refer to NCSC Assessment System User Guide for Test Administrators for information about: • Compatibility of NCSC Assessment System with Assessment Features and • Compatibility of NCSC Assessment System with Assistive Technology Devices.
Paper Version of Item/s*	TA may print a copy of an item or items. This copy must be given to the TC, as specified by the state, for secure shredding upon completion of the test. Large print forms are not available. Please refer to the NCSC Assessment System User Guide for Test Administrators for directions to use the assessment feature, Increase Size of Text and Graphics.
Scribe/Transcription Selected-Response Items Writing Test Constructed-Response Items	Refer to: • Appendix B. Protocol for Administration of Writing Constructed- Response Items • Appendix C. National Center and State Collaborative Scribe Protocol for ELA, Mathematics, and Writing • Appendix D. National Center and State Collaborative Augmentative and Alternative Communication Guidelines for Writing Constructed-Responses
Sign Language (e.g., ASL, PSE, SEE)	TA may provide sign language interpretation to student

Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind

Students who are blind, deaf, or deaf/blind are assigned to the test form with items that reduce barriers for vision and hearing. Additional test administration procedures are also provided to the TA and include:

- Guidelines for administering items and suggestions for developing tactile symbols, using object replacements, and providing sign language interpretation

- Alternative text to be read to a student who has vision impairment. For example, for an item that includes a bar chart, a verbal description of the bar chart is embedded in the item for a student who has difficulty seeing the bar chart.
- Reading foundational items (grade 3 and 4 tests only) in braille for students who use braille.

A student is assigned to this test form if the student has one or more of the following conditions:

- low vision; uses vision for some activities of daily living
- no functional use of vision for activities of daily living, or unable to determine functional use of vision
- hearing loss aided, but still with a significant loss
- profound hearing loss, even with aids; and/or undetermined functional use of hearing
- uses braille (contracted or uncontracted)

The State NCSC Coordinator (Yvonne Field, yfield@mt.gov, 406-444-0748) securely transmits the "Procedures for Assessing Students who are Blind, Deaf, or Deaf/Blind" to the TAs of students who are identified as having one of the listed conditions, and the students are assigned the form with items that reduce barriers for vision and hearing.

If you have questions about whether or not your student should receive the additional procedures, please contact your State NCSC Coordinator (Yvonne Field, yfield@mt.gov, 406-444-0748)